



LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION & COUNSELING

MCFT563/CPSY 598: Place, Time and Environmental Justice Fall 2019

Time & Day: Saturday, October 19 & Sunday, October 20, 2019; 9:00am-5:30pm

Place: York 101

Instructor: Teresa McDowell, Ed.D.

Office hours: Call CPSY office 503-768-6060 to schedule an appointment

Contact Information: teresamc@lclark.edu

COURSE DESCRIPTION

This course integrates critical geography into the practice of family therapy focusing on the impact of space and place; offering "family cartography" as a therapeutic tool. Participants explore 1) privacy, personal space, social interactions, 2) safety in community and social life, 3) relationships between social class and mobility, 4) history of race and segregation, and 5) dynamics of boundaries and resistance.

COURSE OBJECTIVES

Participants will

1. Gain a better understanding of the impact of space on mental and relational health;
2. Expand their understanding of the dynamics of power and privilege in relationship to quality of space,
3. Have working knowledge of environmental justice in relationship to therapeutic practice, and
4. Explore using at least one practical tool for critically examining the relationship between space, place, and social justice.

ASSIGNMENTS

1) Class Preparation

Participants are expected to complete the assigned readings and to synthesize and apply them in class. Classroom discussions are an opportunity to bring up questions about the assigned readings, deepen one's understanding of the issues under study, and integrate course material with one's own personal and professional experience. **(10 points)**

2) Family Cartography Map and Paper

Class participants will work in pairs to complete a family of origin cartography. Specific instructions for completing this map will be offered in class.

Along with the map itself, participants are to complete a double-spaced, 5 to 8-page paper describing their map, briefly addressing the following questions (**80 points, DUE 11/11/19**):

- Describe the setting – physical environment, town and neighborhood - in which you grew up.
- What kinds of social interactions were available to you in this setting? Where were you and your family able to go and not go in this setting? How safe did you feel? What level of privacy and personal space did this setting provide?
- How did this setting affect your family life? You as an individual?
- Describe the power dynamics in this setting. Include race, class, gender, sexual orientation, abilities, nation of origin, language and any other signifiers that are relevant.
- How did these power dynamics affect you and your family? In what ways did you and/or your family members participate in the oppression or marginalization of others? How were you and your family oppressed or marginalized?
- Describe the physical environment and climate in the area in which you were raised.
- How did the climate affect your family life? You as an individual?
- Describe the home in which you lived.
- What kinds of social interactions were available to you in and around your home? In what areas of the home did you spend the most time and why? Where were you able to go and not go in your home and why? How safe did you feel in various spaces in your home? What level of privacy and personal space did this setting provide?
- Who was in your family? Who had the most power? How was the power enacted?
- How do these power dynamics reflect the broader power dynamics in your community?
- Describe the climate(s) in your family. Who controlled the climate and how?
- How did this climate affect relationships in the family? How did this climate affect you as an individual?
- What spaces on your map reflect sites of oppression? Describe the relationships in these sites.
- Where are sites of resistance? Describe the relationships in these sites.
- How did you and/or your family resist oppression? Where, what and how did you learn to resist oppression?
- What types of resiliency did you develop as a result of this geography?

3) Sharing Your Map in Class

During the second day of class you will share a draft of the map you began on the first day with a small group. Be prepared to describe what you learned and answer questions. (**10 points, DUE 10/20/19**)

GRADING

A = 93-100

A- = 90-92

B+ = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72

NOTE: Family cartography and paper assignment will be graded down 5 points per day for lateness.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

NONDISCRIMINATION

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

COURSE SCHEDULE & READINGS
OCT 19, AM – Topics Foundations of Critical Geography; Space, Place, Surveillance, Segregation - Mental and Relational Wellbeing; Time, Space and Privilege; Mobility
OCT 19, PM - Topics Colonizing Internal and External Spaces; Borderlands; Mapping Space; Space as a Social Class Issue; Sacred Spaces

OCT 19 Readings

Dolan-Del Vecchio, K. & Lockard, J. (2004). Resistance to colonialism as the heart of family therapy practice. *Journal of Feminist Family Therapy*, 16(2), 43-66.

Gray, M. & Coates, J. (2013). Changing values and valuing change: Toward an ecospiritual perspective in social work. *International Social Work*, 56(3), 356-368.

Hudson, C. (2012). Disparities in the geography of mental health: Implications for social work. *Social Work*, 57(2), 107-119. DOI 10.1093/sw/sw001

Jensen, A. (2011). Mobility, space and power: On the multiplicities of seeing mobility. *Mobilities*, 6(2), 255–271.

McDowell, T. (2015) *Applying Critical Social Theory in Family Therapy Practice*. Chapter 6
Note: Please inform the instructor if you are unable to access this chapter from the L&C Library.

Tohe, L. (2007). Hweeldi Beehaniih: Remembering the long walk. *Wicazo Sa Review*, 22(1), 77.

OCT 20, AM – Topics

Environmental Justice in Family Therapy Practice; Spaces of Resistance; Third Space

OCT 20, PM – Topics

Sharing Maps

OCT 20 Readings

Dominelli, L., (2013). Environmental justice at the heart of social work practice: Greening the profession. *International Journal of Social Welfare*, 22, 431-439.
DOI: 10.1111/ijsw12024

Magistro, C. (2014). Relational dimensions of environmental crisis: Insights from Boszormenyi_Nagy's Contextual Therapy. *Journal of Systemic Therapies*, 33(3), 17-28

Miller, S.E., Hayward, R.A., Shaw, T.V. (2012). Environmental shifts for social work: A principles approach. *International Journal of Social Welfare*, 21:270-277.
DOI: 10.1111.j.1468-2397.2011.00848.x

Preparing for the mental health impact of climate change:

<https://ct.counseling.org/2017/05/preparing-mental-health-impact-climate-change/>

Suggested Reading:

Soja, E. (2010). Seeking spatial justice. Minneapolis: University of Minnesota Press.